

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

School Results

School: Westbrook Middle School

District: Westbrook School Department

Code: 1175-1429



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Grade Level Summary Report

School: Westbrook Middle School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1429

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				180	33	18	106	59	27	15	14	8	848	180	18	59	15	8	848	13,745	19	57	17	6	848	
MATH				179	33	18	79	44	29	16	38	21	841	179	18	44	16	21	841	13,743	16	45	19	20	842	
WRITING				179	26	15	73	41	54	30	26	15	840	179	15	41	30	15	840	13,696	12	46	31	12	841	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Reading Results

School: Westbrook Middle School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1429

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

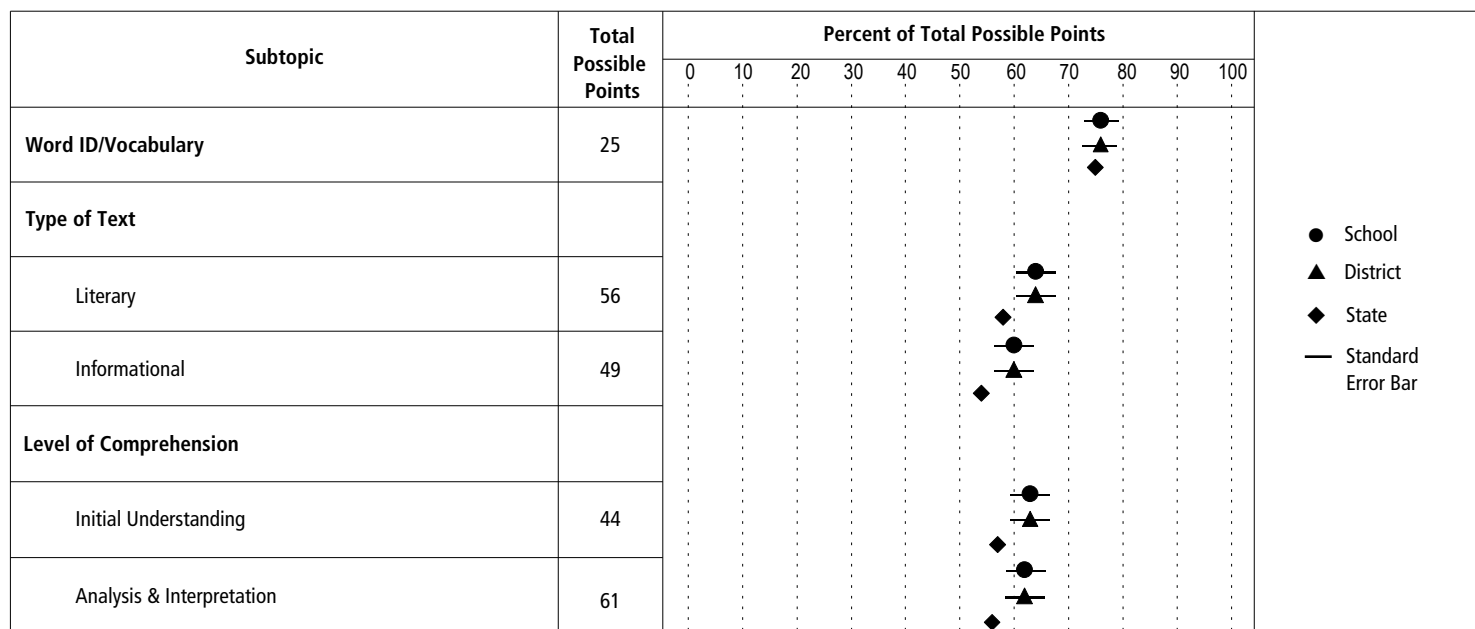
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				162	16	10	90	56	39	24	17	10	844
2011-12				175	66	38	81	46	15	9	13	7	853
2012-13				180	33	18	106	59	27	15	14	8	848
Cumulative Total				517	115	22	277	54	81	16	44	9	848
District													
2010-11				162	16	10	90	56	39	24	17	10	844
2011-12				176	66	38	82	47	15	9	13	7	853
2012-13				180	33	18	106	59	27	15	14	8	848
Cumulative Total				518	115	22	278	54	81	16	44	8	848
State													
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13				13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total				41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Reading Results

School: Westbrook Middle School
District: Westbrook School Department
State: Maine
Code: 1175-1429

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				180	33	18	106	59	27	15	14	8	848	180	18	59	15	8	848	13,745	19	57	17	6	848
Gender																									
Male				95	12	13	58	61	16	17	9	9	845	95	13	61	17	9	845	7,099	14	58	20	8	846
Female				85	21	25	48	56	11	13	5	6	851	85	25	56	13	6	851	6,646	25	57	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				9										9						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						115	3	64	24	8	843
Asian				5										5						195	32	49	14	5	852
Black or African American				13	2	15	5	38	4	31	2	15	844	13	15	38	31	15	844	384	8	45	26	21	840
Native Hawaiian or Pacific Islander				0										0						7					
White				150	30	20	87	58	21	14	12	8	848	150	20	58	14	8	848	12,632	20	58	17	6	849
Two or more races				3										3						208	16	60	18	6	848
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				13	0	0	7	54	5	38	1	8	841	13	0	54	38	8	841	353	4	43	32	21	838
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				1										1						44	34	64	2	0	856
All Other Students				166	32	19	99	60	22	13	13	8	848	166	19	60	13	8	848	13,339	20	58	17	6	849
IEP																									
Students with an IEP				35	0	0	10	29	14	40	11	31	831	35	0	29	40	31	831	2,147	2	31	42	26	835
All Other Students				145	33	23	96	66	13	9	3	2	852	145	23	66	9	2	852	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students				97	10	10	57	59	19	20	11	11	844	97	10	59	20	11	844	6,590	10	57	24	10	844
All Other Students				83	23	28	49	59	8	10	3	4	852	83	28	59	10	4	852	7,155	28	58	11	3	852
Migrant																									
Migrant Students				0										0						4					
All Other Students				180	33	18	106	59	27	15	14	8	848	180	18	59	15	8	848	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services				0										0						1,781	11	54	27	8	845
All Other Students				180	33	18	106	59	27	15	14	8	848	180	18	59	15	8	848	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan				13	1	8	11	85	1	8	0	0	848	13	8	85	8	0	848	515	13	61	21	5	847
All Other Students				167	32	19	95	57	26	16	14	8	848	167	19	57	16	8	848	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Mathematics Results

School: Westbrook Middle School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1429

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

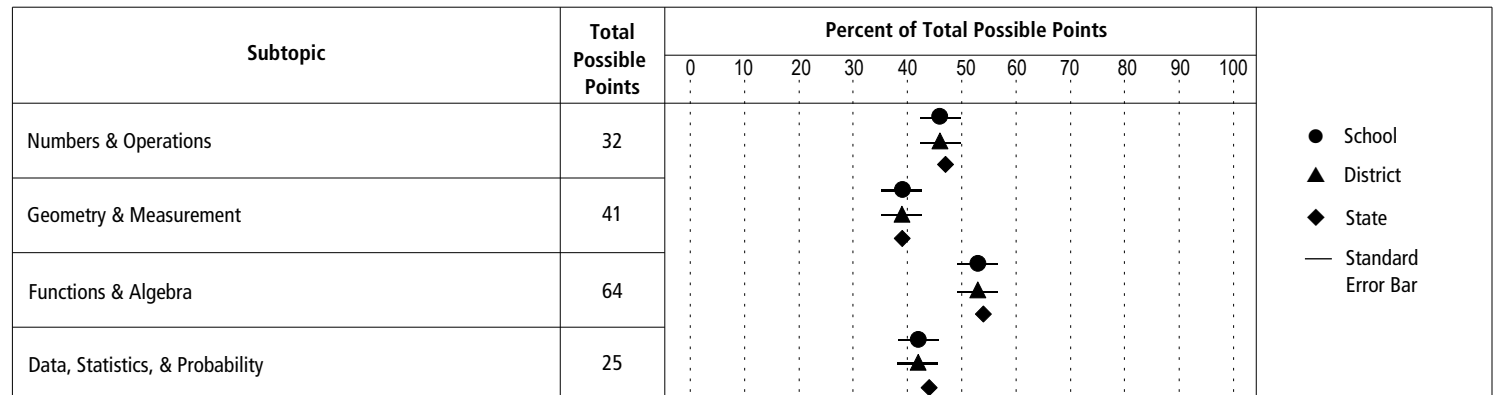
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				163	26	16	55	34	38	23	44	27	840
2011-12				175	36	21	81	46	26	15	32	18	843
2012-13				179	33	18	79	44	29	16	38	21	841
Cumulative Total				517	95	18	215	42	93	18	114	22	841
District													
2010-11				163	26	16	55	34	38	23	44	27	840
2011-12				176	36	20	81	46	26	15	33	19	843
2012-13				179	33	18	79	44	29	16	38	21	841
Cumulative Total				518	95	18	215	42	93	18	115	22	841
State													
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13				13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total				41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Mathematics Results

School: Westbrook Middle School
District: Westbrook School Department
State: Maine
Code: 1175-1429

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				179	33	18	79	44	29	16	38	21	841	179	18	44	16	21	841	13,743	16	45	19	20	842
Gender																									
Male				94	14	15	42	45	15	16	23	24	841	94	15	45	16	24	841	7,095	16	44	20	21	842
Female				85	19	22	37	44	14	16	15	18	842	85	22	44	16	18	842	6,648	16	46	19	19	842
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				9										9						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						114	5	42	27	25	838
Asian				5										5						195	28	43	15	15	845
Black or African American				13	1	8	3	23	5	38	4	31	838	13	8	23	38	31	838	389	4	28	20	48	833
Native Hawaiian or Pacific Islander				0										0						7					
White				149	32	21	66	44	21	14	30	20	842	149	21	44	14	20	842	12,626	16	46	19	19	842
Two or more races				3										3						206	13	49	19	20	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				13	0	0	5	38	2	15	6	46	834	13	0	38	15	46	834	360	3	25	21	51	832
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				1										1						44	16	70	11	2	846
All Other Students				165	32	19	74	45	27	16	32	19	842	165	19	45	16	19	842	13,330	16	46	19	19	842
IEP																									
Students with an IEP				34	0	0	8	24	5	15	21	62	829	34	0	24	15	62	829	2,146	2	16	20	62	830
All Other Students				145	33	23	71	49	24	17	17	12	844	145	23	49	17	12	844	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students				97	15	15	32	33	19	20	31	32	838	97	15	33	20	32	838	6,592	7	39	24	29	838
All Other Students				82	18	22	47	57	10	12	7	9	845	82	22	57	12	9	845	7,151	24	51	15	11	845
Migrant																									
Migrant Students				0										0						4					
All Other Students				179	33	18	79	44	29	16	38	21	841	179	18	44	16	21	841	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services				0										0						1,784	8	33	30	30	838
All Other Students				179	33	18	79	44	29	16	38	21	841	179	18	44	16	21	841	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan				13	4	31	6	46	1	8	2	15	845	13	31	46	8	15	845	513	12	42	25	21	841
All Other Students				166	29	17	73	44	28	17	36	22	841	166	17	44	17	22	841	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Writing Results

School: Westbrook Middle School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1429

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

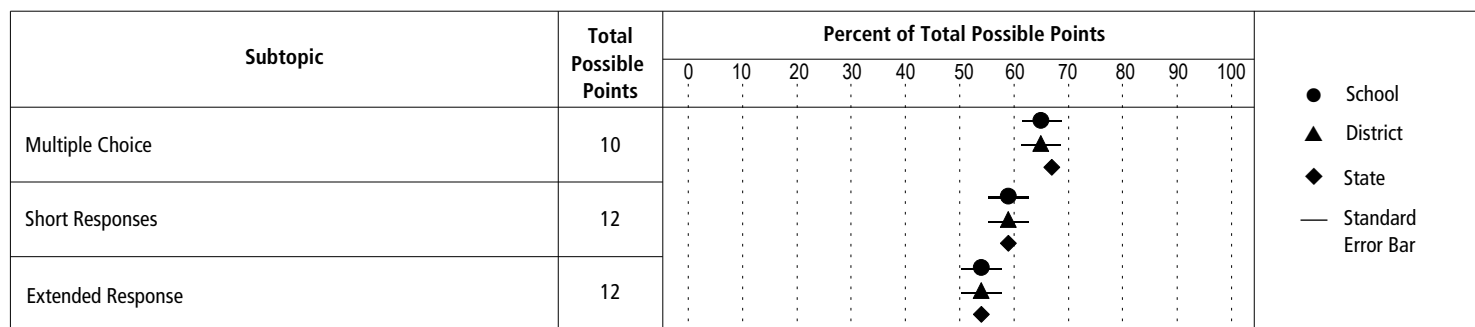
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				161	4	2	72	45	64	40	21	13	838
2011-12				174	21	12	93	53	40	23	20	11	841
2012-13				179	26	15	73	41	54	30	26	15	840
Cumulative Total				514	51	10	238	46	158	31	67	13	840
District													
2010-11				161	4	2	72	45	64	40	21	13	838
2011-12				175	21	12	93	53	41	23	20	11	841
2012-13				179	26	15	73	41	54	30	26	15	840
Cumulative Total				515	51	10	238	46	159	31	67	13	840
State													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13				13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total				41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Writing Results

School: Westbrook Middle School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1429

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				179	26	15	73	41	54	30	26	15	840	179	15	41	30	15	840	13,696	12	46	31	12	841
Gender																									
Male				94	7	7	31	33	39	41	17	18	837	94	7	33	41	18	837	7,068	6	38	38	18	837
Female				85	19	22	42	49	15	18	9	11	844	85	22	49	18	11	844	6,628	18	54	23	5	844
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				9										9						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						114	5	30	44	21	836
Asian				5										5						195	16	56	22	6	845
Black or African American				13	1	8	5	38	5	38	2	15	839	13	8	38	38	15	839	382	5	37	38	20	836
Native Hawaiian or Pacific Islander				0										0						7					
White				149	25	17	59	40	41	28	24	16	840	149	17	40	28	16	840	12,590	12	46	31	12	841
Two or more races				3										3						204	9	48	28	15	840
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				13	0	0	4	31	7	54	2	15	836	13	0	31	54	15	836	352	3	36	39	22	836
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				1										1						44	14	64	20	2	845
All Other Students				165	25	15	69	42	47	28	24	15	841	165	15	42	28	15	841	13,291	12	46	30	12	841
IEP																									
Students with an IEP				34	0	0	4	12	11	32	19	56	827	34	0	12	32	56	827	2,131	1	14	42	43	829
All Other Students				145	26	18	69	48	43	30	7	5	844	145	18	48	30	5	844	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students				97	7	7	34	35	34	35	22	23	836	97	7	35	35	23	836	6,554	5	39	38	18	837
All Other Students				82	19	23	39	48	20	24	4	5	845	82	23	48	24	5	845	7,142	18	51	24	7	844
Migrant																									
Migrant Students				0										0						4					
All Other Students				179	26	15	73	41	54	30	26	15	840	179	15	41	30	15	840	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services				0										0						1,773	7	37	40	16	838
All Other Students				179	26	15	73	41	54	30	26	15	840	179	15	41	30	15	840	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan				13	0	0	4	31	7	54	2	15	837	13	0	31	54	15	837	511	5	39	40	17	838
All Other Students				166	26	16	69	42	47	28	24	14	841	166	16	42	28	14	841	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.